

CHAPTER III

RESEARCH METHOD

This chapter presents the stage in conducting the research. It provides research design, research population, data collection and data analysis.

3.1 Research Design

Research design is applied in a research to help the researcher prepare the research procedure, for instance in determining how a research should be conducted, what instruments which will be used in obtaining the data, how to analyse the data and so forth. There are typically two research categories in educational research namely quantitative and qualitative research (Ary, et.al, 2010).

In order to answer the research problem, mixed method was used in this study. Mixed method is procedure for collecting, analyzing, and mixing both quantitative and qualitative data in a single study or in a multiphase series of studies (Creswell, 2012). Mixed method was used because the researcher had both quantitative and qualitative data as well as by having both data, a better result was expected to be provided for the research problems in this study. The quantitative data was in the form of number obtained through questionnaire and the qualitative data was in the form of text document obtained from the interview with the research subjects. The qualitative data helped to strengthen the quantitative data.

3.2 Research Population

The research population in this study are the fifth-semester students who are taking Writing III Subject in English Language Education Department at University of Muhammadiyah Malang. Arikunto (2006, as quoted in Almas, 2016) proposed that the students in the current study also considered as research respondent, which are defined as persons that are able to give response and serve research data.

Population is the total number of the research subjects who would be investigated. It is defined as all members of any well-defined class of people, events, or objects (Ary, et.al, 2010). Sample is the representative of the population. It is a portion of a population (Ary, et.al, 2010). Since the population was too large, the researcher decided to take sample from the population. Sampling technique helped the researcher in finding the result of the study which would be used to generalize the whole population.

The current study used simple random sampling. When all member of a population have an equal and independent chance of being include in the random sample, simple random sampling is used in a research (Ary, et.al, 2010). According to Arikunto (2010), the researcher is allowed to take 10-15%, 20-25% or up to 25% from the total population as the sample if the whole population is more than 100. Hence, the researcher chose to take 20% from 177 students that is 36 students, and several students were selected randomly in order to complete the interview section. The interview section was conducted in order to gain

information related to writing anxiety provoking factors and strategies used by them in reducing the writing anxiety.

3.3 Data Collection

In this part, the researcher explains the data collection that consist of technique, instrument and procedure in collecting the data.

3.3.1 Technique and Instrument

In general, the techniques used in this study were questionnaire and interview. While for the instruments, the researcher used questionnaire sheet and interview guideline-recorder.

3.3.1.1 Questionnaire

Questionnaire is a written questions form to be answered by the research subject in order to get information related to the topic the researcher interested in (Blaxter, Hughes & Tight, 2006). Variety ways to distribute questionnaire are provided. The current study used questionnaire to find out the type of writing anxiety as well as the factors that result writing anxiety of the fifth-semester students.

The first questionnaire used was Second Language Writing Anxiety Inventory (SLWAI). SLWAI was developed by Cheng in 2004. It is a Likert Scale questionnaire which consists of twenty two-item questions. It has five-choice responses format ranging from 5 (strongly agree) to 1 (strongly disagree). SLWAI questionnaire helped the researcher finding

out the level and type of writing anxiety. However, the researcher used it only to find out the type of writing anxiety of the fifth-semester students. To calculate the data, the researcher used Rahim's (2010, as cited in Rahim, et.al, 2016) method which the result of the data will be divided into two categories namely high and low.

Table 3.1 Blueprint of Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004)

No.	Types of Writing Anxiety	Question Numbers		Item (s)
		+	-	
1.	Somatic (as reflected in negative feelings, e.g: tension)	2, 6, 8, 11, 13, 15, 19		7
2.	Cognitive (as reflected in negative expectation)	3, 9, 14, 20	1, 7, 17, 21*	8
3.	Avoidance behaviour (as reflected in avoidance in writing)	5, 10, 12, 16	4, 18, 22*	7
	Total items			22

*the question items were score reversely

The second questionnaire used by the researcher was Causes of Second Language Writing Anxiety Inventory or CWAI. CWAI was developed by Rezaei and Jafari in 2014. It consists of ten-item questions with five-choice responses format ranging from 5 (strongly agree) to 1 (strongly disagree). CWAI was used to find out the causal factors that result writing anxiety of the students. Both SLWAI and CWAI were administered directly to fifth-semester students so that the questionnaire returned completely to the researcher without any missing one.

Blueprint of Cause of Second Language Writing Anxiety Inventory (CWAII) by Rezaei & Jafari (2014)

Student's ID Number	Cause of Writing Anxiety									
	1*	2	3	4	5	6	7	8	9	10
Total										

*description:

1 = fear of negative comment

6 = linguistic difficulties

2 = fear of writing test

7 = perfect work pressure

3 = insufficient writing practice

8 = frequency of writing assignment

4 = insufficient writing technique

9 = time pressure/constraint

5 = problems with topic given

10 = low confidence in writing

3.3.1.2 Interview

Interview is used to gather data from people about opinions, beliefs, and feelings about situations in their own words (Ary, et.al, 2010). Generally, interview is conducted in a face to face situation together with the interviewer (researcher) and the interviewee (research subjects). In this study, interview was conducted in order to answer the second and third research problems which were to find out the factors that result writing anxiety and strategies used by the fifth-semester students in reducing writing anxiety. Both research problems should be answered by

interviewee because the answer should be based on their opinion and experience.

Interview is divided into three types namely unstructured, structured and semi- or partially structured interview (Ary, et.al, 2010). Unstructured interview is sometimes described as a purposive conversation. It is a conversational type of interview in which the questions arise from the situation. The next is structured interview, which is a type of interview conducted for the specific purpose. The last is semi- or partially structured interview. It is an interview in which the researcher formulates the question and chooses the area of interest, but during the interview process, the researcher may modify the format or the questions (Ary, et.al, 2010). The researcher decided to use semi-structured interview since its characteristics were suitable for the study needs.

The researcher proposed several fixed questions which talked about students' perception about the anxiety provoking factors and the strategies used by them in reducing the writing anxiety. The number of questions might increased and developed depended on the students' answer. The researcher interviewed the students using the questions list as the guide, took notes and recorded the interview process using recorder.

3.3.2 Procedure

As had been mentioned above, there were two instruments used in this study to collect the data namely interview guide and questionnaire. The procedure in collecting the data would be explained in the following paragraph:

1. Distributing questionnaires (SLWAI and CWAI) to get information about the type of writing anxiety and factors that result writing anxiety.
2. Preparing the interview questions based on the research objectives.
3. Interviewing the selected randomly students to find out the factors that result the writing anxiety and the strategies used by them in reducing the writing anxiety.
4. Taking notes and recording the interview process.

3.4 Data Analysis

According to Bogdan and Biklen (2007), data analysis is a systematic process which involves the action of compiling and organizing interview transcript, field-notes and other materials that have been collected by the researcher in finding the research result. The data can be provided in the form table, words, pictures, graph and so forth.

After collecting the data, the researcher then classified the data into two parts ranging from the data which was obtained through questionnaire to interview result. The data obtained from SLWAI and CWAI questionnaires would represent the type of writing anxiety and factors that result writing anxiety while the data

taken from the interview would describe a more deep explanation related to factors that result the writing anxiety of the students as well as the strategies that they used in reducing writing anxiety. The steps in analysing the data would be described as follows;

1. Classifying the result of SLWAI into three type of writing anxiety.
2. Classifying the factors that result writing anxiety of the fifth-semester students from CWAI questionnaire.
3. Coding the interview result to transcription text. The researcher transcribed the result as accurate as possible based on the interview notes and record.
4. Classifying the interview result into two parts; the factors that result writing anxiety and the strategies in reducing writing anxiety.
5. Drawing conclusion.